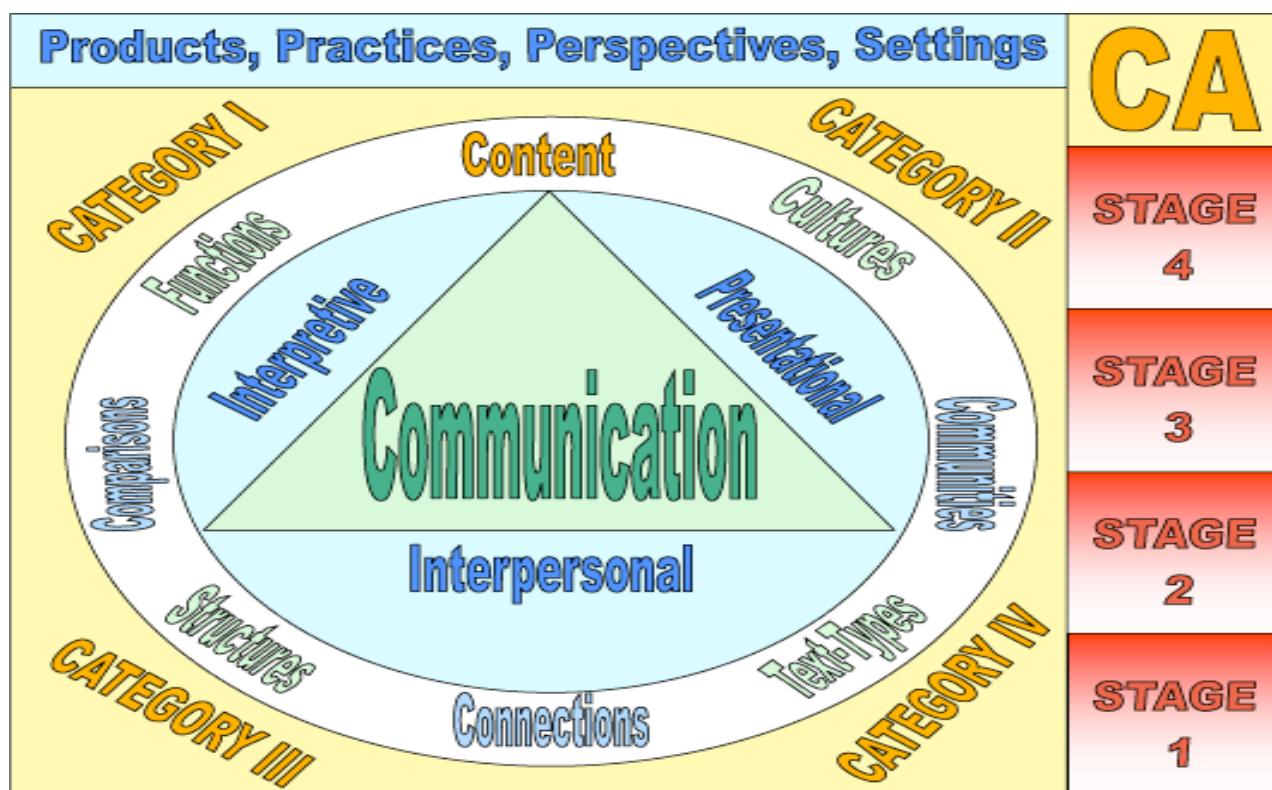


The Educator's Toolbox

Introducing the *World Language Content Standards for California Public Schools, 2009*



Content

Communication

Cultures

Structures

Settings



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Learning Languages and Cultures

Goals

to develop high levels of proficiency in several of the world's languages and cultures;
to move beyond traditional approaches in which students learn about languages and cultures;
to provide opportunities for students to learn languages for real-world purposes in culturally-appropriate ways.

California's Diverse Student Population

brings a rich variety of languages, cultures and proficiencies to the classroom

and includes

heritage speakers/listeners who learned their heritage languages and cultures at home;
native speakers who learned their native languages and cultures in their country of origin;
community speakers who learned their community languages and cultures in the United States or abroad.

Students have a variety of goals including the study of heritage/native/community or foreign languages and cultures.

Timeframes for Learning Languages and Cultures

The United States government language schools categorize languages based on the linguistic and cultural differences that exist between the target languages and cultures and American English and its cultures.

The specific time it takes to develop a particular level of proficiency in a target language and its cultures is tied to learner proficiency in other languages and cultures.

The "Language Learning Continuum" provides a scale teachers can use to measure growth in learner proficiency:
Stage I (Formulaic), Stage II (Created), Stage III (Planned), Stage IV (Extended), Stage V (Tailored)

Language Categories

Languages are assigned to categories based on data from government language schools.

Category I Languages currently taught in California include French, Italian, Portuguese and Spanish and require approximately 600 hours in government language schools for students to attain Stage IV Proficiency.

Category II Languages currently taught in California include German, Greek and Hindi and require approximately 1,200 hours in government language schools for students to attain Stage IV Proficiency.

Category III Languages currently taught in California include Armenian, Farsi, Filipino, Hebrew, Hmong, Khmer, Punjabi, Russian and Vietnamese and require approximately 1,800 hours in government language schools for students to attain Stage IV Proficiency.

Category IV Languages currently taught in California include Arabic, Cantonese, Japanese, Mandarin and Korean and require approximately 2,400 hours in government language schools for students to attain Stage IV Proficiency.

Languages included in this description do not reflect all of those used and learned in California but rather those taught at the Foreign Service Institute (FSI). American Sign Language (ASL), Classical Greek, Classical Latin, and Native American Languages have not been assigned to categories since the FSI has not published data on these languages.

Secondary learners will require more than one year to move from one stage to the next and may spend a significant amount of time within two adjacent stages. For example, learners of Category III Languages (e.g., Russian) may require two years to move beyond Stage I in listening and speaking but more than two years for reading and writing.

Additionally, programs may vary in emphasis. For example, a Mandarin program (Category IV Language) may decide to emphasize certain communicative modalities with students attaining Stage III in listening and speaking, Stage II in reading and Stage I in writing.

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Programs in Classical Greek and Latin will emphasize reading from the beginning of instruction.

It will be common in the elementary school context for non-heritage learners to remain in Stage I for an extended period of time.

As “content” rather than “performance” standards, California identifies what will be taught and asks schools and districts to determine the speed and emphasis for learning based on local needs and goals.

Assumptions and Guiding Principles

The study of languages and cultures is for all students.

The numbers of languages studied, the multiple entry and exit points, and the varying levels of student proficiency require “generic” standards that are not tied to grade levels.

Languages vary considerably in the structures they use to convey meaning. In order to apply to all languages, the standards are by necessity, general. It is expected that school or district curricula will feature language-specific structures necessary for accurate communication.

The standards are clustered into 5 categories but in practice merge into seamless instruction within the various stages on the “Language Learning Continuum”.

Content

- * Topics are age- and stage-appropriate.
- * Content expands in complexity from stage to stage on the “Language Learning Continuum”.

Communication

- * Culturally-appropriate listening, reading, viewing, speaking, signing and writing occur as a real-world shared activity among language users.
- * Language users view, listen and read using knowledge of cultural practices, products and perspectives.
- * Speaking, signing and writing occur in culturally-appropriate ways.

Cultures

- * Language users understand the relationships between the products a culture produces, the practices the culture manifests, and the perspectives that underlie them.
- * Language users act in culturally-appropriate ways.
- * Language users make connections and comparisons between languages and cultures.

Structures

Language users control multiple components of grammar in order to successfully communicate in culturally-appropriate ways, including:

- * Writing systems of languages that have them (orthography);
- * Sound systems (phonology, parameters in ASL);
- * Rules for word formation (morphology);
- * Principles of sentence structure (syntax);
- * Language-based meaning systems (semantics);
- * Meaning systems connected to language use (pragmatics).

Settings

are situations language users experience in the target-cultures.

Success of communication is determined by the demands of the situation.

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This glossary provides simple definitions of concepts contained in the standards document in order to facilitate its comprehension by a wide audience of readers.

Abstract topics	subjects that are not concrete and/or factual but rather represent concepts and ideas
Academic topics	subjects that are part of the core curriculum of schools or part of university programs
Accuracy	in speaking and writing, the quality of the message produced; in listening and reading, the quality of the message received
Advanced Placement (AP)	a program of the College Board that confers advanced placement in a course sequence for students who successfully complete an end of year examination
Archetypes	a generic version derived from multiple examples found within a group
Authentic	designed by and for use by members of a particular group
Belief system	the framework of perspectives through which an individual interprets the world
Coherent	use of reference to a particular context to give unified meaning to a text
Cohesive	use of structures and vocabulary to link parts of a text and give it a unified meaning
Connections	language learners gain access to content from other areas of the core curriculum and to perspectives only available through the target language and its cultures
Content	the topics an individual addresses
Content standards	clearly defined statements about what all students are expected to know and be able to do
Contexts	the situations or settings in which an individual uses a language
Created stage (Stage II)	the second stage on the “Language Learning Continuum” in which language users understand sentence level relationships and use sentences and strings of sentences
Cultural bearers	individuals within a group who share common behaviors and views of the world
Cultural borrowings	tangible and intangible items, behaviors and beliefs of a particular group that are used by another group
Cultural perspectives	beliefs of members of a particular group
Cultural practices	behaviors of members of a particular group
Cultural products	tangible and intangible items created by members of a particular group
Culturally appropriate	patterns of behaviors widely acceptable to members of a group
Discourse (paragraph/extended)	the use of language and context to connect sentences or paragraphs to give them unified meaning
Discrete elements	language that refers to concrete objects in a particular culture
Extended stage (Stage IV)	the fourth stage on the “Language Learning Continuum” in which language users understand and produce cohesive texts composed of multiple paragraphs
External environment	the settings for language use in which paragraphs or extended discourse is used to carry out complex tasks
Foreign Language in the Elementary School (FLES)	elementary school programs that meet for a minimum of seventy minutes a week with the goal of developing proficiency in language and culture
Foreign Language Experience (FLEX)	elementary school programs that expose students to the study of a language or languages and cultures in order to motivate them to pursue further study
Formal settings	situations requiring the use of careful, impersonal forms of language and behavior
Formulaic stage (Stage I)	the first stage on the “Language Learning Continuum” in which language users understand and produce chunks of language without knowledge of their internal structure
Functional proficiency	the ability to use language for real-world purposes in culturally appropriate ways
Functions	the ability to carry out tasks with language, may be receptive (listening, reading and viewing) or productive (speaking, signing and writing)
Generic standards	a set of outcomes that are valid for all languages, for all ages, and for all levels of proficiency
Grammar	the rules governing the use of a natural language
Heritage learner	an individual who has acquired any level of proficiency in a language used at home
Highly predictable settings	common situations requiring the use of learned formulas and formulaic behavior
Immediate environment	the settings for language use in which sentences are used to carry out transactional tasks
Immersion	a program used to teach at least fifty percent of the core curriculum in the target language
Informal settings	situations in which rapport and friendly relationships require personal forms of language and behavior
International Baccalaureate (IB)	a two-year curriculum and testing protocol that lead to a diploma that is widely recognized by the world’s leading universities

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Interpersonal communication	language users listen, speak, sign, read, write, and view as they negotiate meaning with others
Interpersonal settings	situations requiring the use of sentence level language and appropriate behavior to carry out a variety of transactional tasks
Interpretive communication	language users individually listen, read and view using knowledge of cultural products, practices and perspectives without interaction with others
Language category	groups of languages that require similar amounts of time for native speakers of English to acquire
Language Learning Continuum	a framework designed by the College Board characterizing the development of language learner proficiency within various performance stages
Linguistic system	the study of language in human communication that includes phonology/parameters, orthography, morphology, syntax, semantics and pragmatics
Morphology	the field of linguistics that studies the internal structure of words or signs
Native learner	an individual who has acquired any level of proficiency in a language of a country where she or he was born
Negotiated language	situations that require participants to create a shared communication
Negotiation of meaning	communicative processes in which participants create understandings through interaction
Non-negotiated language	situations in which one-way communication requires culturally appropriate interpretation and/or behavior
Orthography	the writing system or systems of a language
Parameters	linguistic features (hand shape, location, movement orientation and/or non-manual signals) of sign language equivalent to the phonology of a spoken language
Performance standards	clearly defined statements about how well all students are expected to meet content standards
Phonology	the field of linguistics that studies how sounds and American Sign Language parameters are organized and used
Planned stage (Stage III)	the third stage on the “Language Learning Continuum” in which language users understand and produce paragraphs and strings of paragraphs
Pragmatics	the field of linguistics that studies meaning systems linked to language use
Presentational communication	language users speak, sign and write in culturally appropriate ways without negotiating language
Proficiency	the ability to use language for real-world purposes in culturally appropriate ways
Real-world	behaviors that occur in the target culture
Rites of passage	rituals that mark a change in an individual’s status within a group
Semantics	the field of linguistics that studies language-based meaning systems
Signs	linguistic features of sign language equivalent to the words of a spoken language
Stereotypes	generalizations made about the characteristics of all members of a group
Syntax	the field of linguistics that studies the internal structure of sentences
Target language and culture(s)	the language and culture(s) that a learner seeks to acquire
Text types	the form of the message produced or received (oral and written formulas, sentences, paragraphs, extended discourse)
Transactional	tasks which require the use of sentences and have as a goal soliciting simple information, goods and services
Transition points	major events in the human life cycle with changes in individual roles and responsibilities
Viewing	interpretive communication that relies on non-linguistic elements
Viewing (American Sign Language)	attention, comprehension and interpretation of visual information of a signed language in person or from various media

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STAGE I

Content

- A.1.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.
- A.1.1 Students address discrete elements of daily life, including:
 - A.1.1.a. greetings and introductions
 - A.1.1.b. family and friends
 - A.1.1.c. pets
 - A.1.1.d. home and neighborhood
 - A.1.1.e. celebrations, holidays, and rites of passage
 - A.1.1.f. calendar, seasons and weather
 - A.1.1.g. leisure, hobbies and activities, songs, toys and games, sports
 - A.1.1.h. vacations and travel, maps, destinations and geography
 - A.1.1.i. school, classroom, schedules, subjects, numbers, time, directions
 - A.1.1.j. important dates in the target culture
 - A.1.1.k. jobs
 - A.1.1.l. food, meals, restaurants
 - A.1.1.m. shopping, clothes, colors, and sizes
 - A.1.1.n. parts of the body, illness
 - A.1.1.o. technology

Communication

- B.1.0 Students use *formulaic language* (learned words, signs [ASL] and phrases).
- B.1.1 Students engage in oral, written or signed (ASL) conversations.
- B.1.2 Students interpret written, spoken or signed (ASL) language.
- B.1.3 Students present to an audience of listeners, readers or ASL viewers.

Functions

- B.1.4 Students list, name, identify, enumerate.
- B.1.5 Students identify learned words, signs (ASL) and phrases in authentic texts.
- B.1.6 Students reproduce and present a written, oral or signed (ASL) product in a culturally authentic way.

Cultures

- C.1.0 Students use appropriate responses to rehearsed cultural situations.
- C.1.1 Students associate products, practices and perspectives with the target culture.
- C.1.2 Students recognize similarities and differences within the target cultures and among students' own cultures.
- C.1.3 Students identify cultural borrowings.

Structures

- D.1.0 Students use orthography, phonology or ASL parameters to understand words, signs (ASL) and phrases in context.
- D.1.1 Students use orthography, phonology or ASL parameters to produce words or signs (ASL) and phrases in context.
- D.1.2 Students identify similarities and differences in the orthography, phonology or ASL parameters of the languages they know.

Settings

- E.1.0 Students use language *in highly predictable common daily settings*.
- E.1.1 Students *recognize* age appropriate cultural or language use opportunities outside the classroom.

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STAGE II

Content

- A.2.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.
- A.2.1 Students address topics related to self and the immediate environment, including:
 - A.2.1.a. social relationships
 - A.2.1.b. people in the community
 - A.2.1.c. zoo and farm animals, fables
 - A.2.1.d. care of the home, interacting with people in the community
 - A.2.1.e. holiday customs and transition points in life
 - A.2.1.f. climate
 - A.2.1.g. cultural and leisure-time activities, outdoor, recreational activities, music
 - A.2.1.h. transportation, lodging, itineraries, geographical features and landmarks
 - A.2.1.i. curricular and extra-curricular interests and events
 - A.2.1.j. significant historical figures
 - A.2.1.k. professions and the working world
 - A.2.1.l. cuisine and recipes
 - A.2.1.m. clothing and fashion
 - A.2.1.n. health, medical care
 - A.2.1.o. technological advances and innovation

Communication

- B.2.0 Students use *created language* (sentences and strings of sentences).
- B.2.1 Students engage in oral, written or signed (ASL) conversations.
- B.2.2 Students interpret written, spoken or signed (ASL) language.
- B.2.3 Students present to an audience of listeners, readers or ASL viewers.

Functions

- B.2.4 Students initiate, participate in, and close a conversation, ask and answer questions.
- B.2.5 Students demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.
- B.2.6 Students produce and present a simple written, oral or signed (ASL) product in a culturally authentic way.

Cultures

- C.2.0 Students choose an appropriate response to a variety of situations.
- C.2.1 Students demonstrate understanding of the roles products, practices and perspectives play in the culture.
- C.2.2 Students state similarities and differences within the target cultures and among students' own cultures.
- C.2.3 Students state reasons for cultural borrowings.

Structures

- D.2.0 Students use sentence level elements (morphology and/or syntax) to understand concrete and factual topics.
- D.2.1 Students use sentence level elements (morphology and/or syntax) to produce informal communications.
- D.2.2 Students identify similarities and differences in the sentence level elements (morphology and/or syntax) of the languages they know.

Settings

- E.2.0 Students use language *in interpersonal settings*.
- E.2.1 Students *participate in* age appropriate cultural or language use opportunities outside the classroom.

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STAGE III

Content

- A.3.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.
- A.3.1 Students address concrete and factual topics related to the immediate and external environment, including:
 - A.3.1.a. social norms
 - A.3.1.b. historical and cultural figures, stereotypes
 - A.3.1.c. animals and their habitats
 - A.3.1.d. community issues, current events
 - A.3.1.e. origins of rites of passage, social and regional customs
 - A.3.1.f. environmental concerns
 - A.3.1.g. media, internet, television, radio, film
 - A.3.1.h. cultural, historic and geographic aspects of travel
 - A.3.1.i. curricular and extra-curricular subjects
 - A.3.1.j. significant historical events
 - A.3.1.k. careers and future plans
 - A.3.1.l. nutrition, fitness, and health
 - A.3.1.m. geographically and culturally appropriate clothing
 - A.3.1.n. cultural differences in health care
 - A.3.1.o. effects of technology in the modern world

Communication

- B.3.0 Students use *planned language* (paragraphs and strings of paragraphs).
- B.3.1 Students engage in oral, written or signed (ASL) conversations.
- B.3.2 Students interpret written, spoken or signed (ASL) language.
- B.3.3 Students present to an audience of listeners, readers or ASL viewers.

Functions

- B.3.4 Students describe, narrate, explain, state an opinion.
- B.3.5 Students demonstrate understanding of the main idea and key details in authentic texts.
- B.3.6 Students produce and present a written, oral or signed (ASL) product in a culturally authentic way.

Cultures

- C.3.0 Students determine appropriate responses to situations with complications.
- C.3.1 Students use products, practices and perspectives in culturally appropriate ways.
- C.3.2 Students describe similarities and differences within the target cultures and among students' own cultures.
- C.3.3 Students describe how products and practices change when cultures come in contact.

Structures

- D.3.0 Students use knowledge of text structure to understand topics related to the external environment.
- D.3.1 Students use paragraph level discourse (text structure) to produce formal communications.
- D.3.2 Students identify similarities and differences in the paragraph level discourse (text structure) of the languages they know.

Settings

- E.3.0 Students use language *in informal and some formal settings*.
- E.3.1 Students *initiate* age appropriate cultural or language use opportunities outside the classroom.

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STAGE IV

Content

- A.4.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.
- A.4.1 Students address complex concrete, factual and abstract topics related to the immediate and external environment, including:
 - A.4.1.a. societal expectations
 - A.4.1.b. cultural and literary archetypes
 - A.4.1.c. endangered species
 - A.4.1.d. world events, social and political issues
 - A.4.1.e. belief systems
 - A.4.1.f. international environmental issues
 - A.4.1.g. the visual and performing arts
 - A.4.1.h. the nature of our interdependent world
 - A.4.1.i. issues in curricular and extra-curricular subjects
 - A.4.1.j. authors and their times
 - A.4.1.k. transnational careers and economies
 - A.4.1.l. issues of world hunger and health
 - A.4.1.m. design, production and marketing of clothing
 - A.4.1.n. policy issues in health care
 - A.4.1.o. the promise and challenge of technology

Communication

- B.4.0 Students use *extended language* (coherent and cohesive multi-paragraph texts).
- B.4.1 Students engage in oral, written or signed (ASL) conversations.
- B.4.2 Students interpret written, spoken or signed (ASL) language.
- B.4.3 Students present to an audience of listeners, readers or ASL viewers.

Functions

- B.4.4 Students discuss, compare and contrast, support an opinion, persuade.
- B.4.5 Students demonstrate understanding of the main ideas and most details in authentic texts.
- B.4.6 Students produce and present a complex written, oral or ASL signed product in a culturally authentic way.

Cultures

- C.4.0 Students improvise appropriate responses to unpredictable situations.
- C.4.1 Students demonstrate culturally appropriate use of products, practices and perspectives to others.
- C.4.2 Students explain similarities and differences within the target cultures and among students' own cultures.
- C.4.3 Students explain change in perspectives when cultures come in contact.

Structures

- D.4.0 Students use knowledge of extended discourse to understand abstract and academic topics.
- D.4.1 Students use extended discourse (native like text structure) to produce formal communications.
- D.4.2 Students identify similarities and differences in the extended discourse (native like text structure) of the languages they know.

Settings

- E.4.0 Students use language *in informal and formal settings*.
- E.4.1 Students *sustain* age appropriate cultural or language use opportunities outside the classroom.

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<i>Content</i>	<i>Stage I</i>	<i>Stage II</i>	<i>Stage III</i>	<i>Stage IV</i>
<i>What content do students address in the unit?</i>	A.1.1 Students address discrete elements of daily life.	A.2.1 Students address topics related to self and the immediate environment.	A.3.1 Students address concrete and factual topics related to the immediate and external environment.	A.4.1 Students address complex concrete, factual and abstract topics related to the immediate and external environment.
<i>What do students learn from the content?</i>	A.1-4.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.			

<i>Communication</i>	<i>Interpersonal Mode</i>	<i>Interpretive Mode</i>	<i>Presentational Mode</i>
<i>What communicative modes do students address in the unit?</i>	B.1-4.1 Students engage in oral, written or signed (ASL) conversations.	B.1-4.2 Students interpret written, spoken or signed (ASL) language.	B.1-4.3 Students present to an audience of listeners, readers or ASL viewers.

	<i>Stage I</i>	<i>Stage II</i>	<i>Stage III</i>	<i>Stage IV</i>
<i>What text-types do students address in the unit?</i>	B.1.0 Students use <i>formulaic language</i> (learned words, signs [ASL] and phrases).	B.2.0 Students use <i>created language</i> (sentences and strings of sentences).	B.3.0 Students use <i>planned language</i> (paragraphs and strings of paragraphs).	B.4.0 Students use <i>extended language</i> (coherent and cohesive multi-paragraph texts).

		<i>Stage I</i>	<i>Stage II</i>	<i>Stage III</i>	<i>Stage IV</i>
<i>What receptive and productive functions do students address in the unit within the communicative modes?</i>	<i>Interpersonal/ Presentational Modes (productive functions)</i>	B.1.4 Students list, name, identify, enumerate.	B.2.4 Students initiate, participate in, and close a conversation, ask and answer questions.	B.3.4 Students describe, narrate, explain, state an opinion.	B.4.4 Students discuss, compare and contrast, support an opinion, persuade.
	<i>Interpretive/ Interpersonal Modes (receptive functions)</i>	B.1.5 Students identify learned words, signs (ASL) and phrases in authentic texts.	B.2.5 Students demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.	B.3.5 Students demonstrate understanding of the main idea and key details in authentic texts.	B.4.5 Students demonstrate understanding of the main ideas and most details in authentic texts.
	<i>Presentational Mode (productive functions)</i>	B.1.6 Students reproduce and present a written, oral or signed (ASL) product in a culturally authentic way.	B.2.6 Students produce and present a simple written, oral or signed (ASL) product in a culturally authentic way.	B.3.6 Students produce and present a written, oral or signed (ASL) product in a culturally authentic way.	B.4.6 Students produce and present a complex written, oral or signed (ASL) product in a culturally authentic way.

<i>Cultures</i>		<i>Stage I</i>	<i>Stage II</i>	<i>Stage III</i>	<i>Stage IV</i>
<i>What aspects of culture do students address in the unit?</i>	<i>How do students respond in the unit to culturally-authentic situations?</i>	C.1.0 Students use appropriate responses to rehearsed cultural situations.	C.2.0 Students choose an appropriate response to a variety of situations.	C.3.0 Students determine appropriate responses to situations with complications.	C.4.0 Students improvise appropriate responses to unpredictable situations.
	<i>What do students learn in the unit about cultural products, practices and perspectives?</i>	C.1.1 Students associate products, practices and perspectives with the target culture.	C.2.1 Students demonstrate understanding of the roles products, practices and perspectives play in the culture.	C.3.1 Students use products, practices and perspectives in culturally appropriate ways.	C.4.1 Students demonstrate culturally appropriate use of products, practices and perspectives to others.

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		C.1.2 Students recognize similarities and differences within the target cultures and among students' own cultures.	C.2.2 Students state similarities and differences within the target cultures and among students' own cultures.	C.3.2 Students describe similarities and differences within the target cultures and among students' own cultures.	C.4.2 Students explain similarities and differences within the target cultures and among students' own cultures.
	<i>What do students learn in the unit about cultural borrowings?</i>	C.1.3 Students identify cultural borrowings.	C.2.3 Students state reasons for cultural borrowings.	C.3.3 Students describe how products and practices change when cultures come in contact.	C.4.3 Students explain change in perspectives when cultures come in contact.

<u>Structures</u>		<i>Stage I</i>	<i>Stage II</i>	<i>Stage III</i>	<i>Stage IV</i>
<i>What structures do students address in the unit?</i>	<i>Receptive use of structures</i>	D.1.0 Students use orthography, phonology or ASL parameters to understand words, signs (ASL) and phrases in context.	D.2.0 Students use sentence level elements (morphology and/or syntax) to understand concrete and factual topics.	D.3.0 Students use knowledge of text structure to understand topics related to the external environment.	D.4.0 Students use knowledge of extended discourse to understand abstract and academic topics.
	<i>Productive use of structures</i>	D.1.1 Students use orthography, phonology or ASL parameters to produce words or signs (ASL) and phrases in context.	D.2.1 Students use sentence level elements (morphology and/or syntax) to produce informal communications.	D.3.1 Students use paragraph level discourse (text structure) to produce formal communications.	D.4.1 Students use extended discourse (native like text structure) to produce formal communications.
	<i>Comparisons of structures</i>	D.1.2 Students identify similarities and differences in the orthography, phonology or ASL parameters of the languages they know.	D.2.2 Students identify similarities and differences in the sentence level elements (morphology and/or syntax) of the languages they know.	D.3.2 Students identify similarities and differences in the paragraph level discourse (text structure) of the languages they know.	D.4.2 Students identify similarities and differences in the extended discourse (native like text structure) of the languages they know.

<u>Settings</u>		<i>Stage I</i>	<i>Stage II</i>	<i>Stage III</i>	<i>Stage IV</i>
<i>What settings do students address in the unit?</i>	<i>Type of setting</i>	E.1.0 Students use language in <i>highly predictable common daily settings</i> .	E.2.0 Students use language in <i>interpersonal settings</i> .	E.3.0 Students use language in <i>informal and some formal settings</i> .	E.4.0 Students use language in <i>informal and formal settings</i> .
	<i>Language use beyond the classroom</i>	E.1.1 Students recognize age appropriate cultural or language use opportunities outside the classroom.	E.2.1 Students participate in age appropriate cultural or language use opportunities outside the classroom.	E.3.1 Students initiate age appropriate cultural or language use opportunities outside the classroom.	E.4.1 Students sustain age appropriate cultural or language use opportunities outside the classroom.

Content	✓
A.1.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.	
A.1.1 Students address discrete elements of daily life.	
Communication	✓
B.1.0 Students use <i>formulaic language</i> (learned words, signs [ASL] and phrases).	
B.1.1 Students engage in oral, written or signed (ASL) conversations.	
B.1.2 Students interpret written, spoken or signed (ASL) language.	
B.1.3 Students present to an audience of listeners, readers or ASL viewers.	
Functions	✓
B.1.4 Students list, name, identify, enumerate.	
B.1.5 Students identify learned words, signs (ASL) and phrases in authentic texts.	
B.1.6 Students reproduce and present a written, oral or signed (ASL) product in a culturally authentic way.	
Cultures	✓
C.1.0 Students use appropriate responses to rehearsed cultural situations.	
C.1.1 Students associate products, practices and perspectives with the target culture.	
C.1.2 Students recognize similarities and differences within the target cultures and among students' own cultures.	
C.1.3 Students identify cultural borrowings.	
Structures	✓
D.1.0 Students use orthography, phonology or ASL parameters to understand words, signs (ASL) and phrases in context.	
D.1.1 Students use orthography, phonology or ASL parameters to produce words or signs (ASL) and phrases in context.	
D.1.2 Students identify similarities and differences in the orthography, phonology or ASL parameters of the languages they know.	
D.2.0 <u>Students use sentence level elements (morphology and/or syntax) to understand</u> concrete and factual topics.	
D.2.1 <u>Students use sentence level elements (morphology and/or syntax) to produce</u> informal communications.	
D.2.2 Students identify similarities and differences in the sentence level elements (morphology and/or syntax) of the languages they know.	
Settings	✓
E.1.0 Students use language <i>in highly predictable common daily settings</i> .	
E.1.1 Students <i>recognize</i> age appropriate cultural or language use opportunities outside the classroom.	

Note that some standards that are included in this curricular map cannot be fully addressed in these courses. Portions to be addressed are underlined.

Content	✓
A.3.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.	
A.3.1 Students address concrete and factual topics related to the immediate and external environment.	
A.4.1 Students address complex concrete, factual and <u>abstract topics</u> related to the immediate and external environment.	
Communication	✓
B.2.0 Students use <i>created language</i> (sentences and strings of sentences).	
B.3.0 Students use <i>planned language</i> (paragraphs and strings of paragraphs).	
B.2.1 Students engage in oral, written or signed (ASL) conversations.	
B.3.2 Students interpret written, spoken or signed (ASL) language.	
B.3.3 Students present to an audience of listeners, readers or ASL viewers.	
Functions	✓
B.3.4 Students describe, narrate, explain, state an opinion.	
B.4.4 Students <u>discuss, compare and contrast, support an opinion</u> , persuade.	
B.3.5 Students demonstrate understanding of the main idea and key details in authentic texts.	
B.4.5 Students demonstrate understanding of the main ideas and <u>most details</u> in authentic texts.	
B.3.6 Students produce and present a written, oral or signed (ASL) product in a culturally authentic way.	
Cultures	✓
C.2.0 Students choose an appropriate response to a variety of situations.	
C.3.0 Students determine appropriate responses to <u>situations with complications</u> .	
C.1.1 Students associate products, practices and perspectives with the target culture.	
C.2.1 Students demonstrate understanding of the roles products, practices and perspectives play in the culture.	
C.3.1 Students use products, practices and perspectives in culturally appropriate ways.	
C.2.2 Students state similarities and differences within the target cultures and among students' own cultures.	
C.3.2 Students describe similarities and differences within the target cultures and among students' own cultures.	
C.1.3 Students identify cultural borrowings.	
C.2.3 Students state reasons for cultural borrowings.	
C.3.3 Students describe how products and practices change when cultures come in contact.	
Structures	✓
D.1.0 Students use orthography, phonology or ASL parameters to understand words, signs (ASL) and phrases in context.	
D.1.1 Students use orthography, phonology or ASL parameters to produce words or signs (ASL) and phrases in context.	
D.1.2 Students identify similarities and differences in the orthography, phonology or ASL parameters of the languages they know.	
D.2.0 Students use sentence level elements (morphology and/or syntax) to understand concrete and factual topics.	
D.2.1 Students use sentence level elements (morphology and/or syntax) to produce informal communications.	
D.2.2 Students identify similarities and differences in the sentence level elements (morphology and/or syntax) of the languages they know.	
D.3.0 Students use knowledge of text structure to understand topics related to the external environment.	
D.3.1 Students use paragraph level discourse (text structure) to produce formal communications.	
D.3.2 Students identify similarities and differences in the paragraph level discourse (text structure) of the languages they know.	
Settings	✓
E.3.0 Students use language <i>in informal and some formal settings</i> .	
E.3.1 Students <i>initiate</i> age appropriate cultural or language use opportunities outside the classroom.	

Note that some standards that are included in this curricular map cannot be fully addressed in this course. Portions to be addressed are underlined.

BENCHMARK PROMPT

Spanish for Spanish Speakers 1A, first 10 weeks

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Standards, ESLRS, Course Outcomes and Content

World Language Content Standards:

Content: A.3.1 Students address concrete and factual topics related to the immediate and external environment; A.1-4.0 acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines. **Communication:** B.1-4.1 Students engage in oral, written or signed (ASL) conversations; B.1-4.2 interpret written, spoken or signed (ASL) language; B.1-4.3 present to an audience of listeners, readers or ASL viewers; B.3.0 use *planned language* (paragraphs and strings of paragraphs); B.3.4 describe, narrate, explain, state an opinion; B.3.5 demonstrate understanding of the main idea and key details in authentic texts; B.3.6 produce and present a written, oral or signed (ASL) product in a culturally authentic way. **Cultures:** C.3.0 Students determine appropriate responses to situations with complications; C.2.1 demonstrate understanding of the roles products, practices and perspectives play in the culture; C.3.2 describe similarities and differences within the target cultures and among students' own cultures; C.3.3 describe how products and practices change when cultures come in contact. **Structures:** D.1.1 Students use orthography, phonology or ASL parameters to produce words or signs (ASL) and phrases in context; D.3.1 use paragraph level discourse (text structure) to produce formal communications. **Settings:** E.3.0 Students use language *in informal and some formal settings*; E.1.1 *recognize* age appropriate cultural or language use opportunities outside the classroom.

ESLRS: An Effective Communicator, A Productive Member of Society

Spanish for Spanish Speakers 1 Course Outcomes:

Learners will:

function in informal and some formal settings;
understand the main ideas and most supporting details in informal, factual and some abstract texts (oral/written);
produce paragraph level discourse: narration, description, explanation and discussion;
deal with topics related to the external environment;
comprehend and produce oral/written paragraphs;
comprehend and be understood by non-sympathetic natives when using formal language.

Spanish for Spanish Speakers 1 Course Content:

Text: *Entre mundos*

Content for the first semester provides students with opportunities to explore the nature and potential of being between worlds and moves them beyond themselves by highlighting the interpersonal world of family in which they function with facility.

Major Structures include: present tense of regular and irregular verbs (indicative and subjunctive); past tense of regular and irregular verbs (preterit and imperfect); gender and number of nouns and adjectives; written accents

Integrated Performance Task

"A Letter to Charlie"

Students write a response to the letter, "Between Worlds" in which they discuss the experiences of being a Spanish speaker in the United States. They use the letter of the listening/reading (Charlie's letter) as a model and respond to the topics he includes. They write about (a) their name (what others call them, the circumstances in which different names are used, whether others change their name/pronounce it poorly), (b) their use of Spanish and English, (when they speak Spanish, when they speak English, if they mix languages, the reasons for their language use), (c) what they like about being a Spanish speaker in the United States, (d) what they do not like about being a Spanish speaker in the United States, (e) a personal experience related to the theme of the letter.

BENCHMARK PROMPT

Spanish for Spanish Speakers 1A, first 10 weeks

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Identify Knowledge and Skills	
Students will know: Students will be able to explain the nature of being “Between Worlds” (knowledge). Students will be able to list the rules governing irregularities in the present indicative (structure).	Students will be able to: Students will be able to describe their feelings, explain their ideas and narrate a personal experience related to the theme of Charlie’s letter, “Between Worlds” (communication, vocabulary).
Learning Scenario	
Learning Scenario: Objectives 1. Students complete a cloze activity where they identify objectives for knowledge, for communication and for control of vocabulary and structure. Exploratory Activities 2. Students complete reflections on why they consider themselves to be Hispanic. They select a number from 0-100% to indicate how Hispanic they believe they are. They are asked to write this number on four sections of the board (0-24%; 25-49%; 50-74%; 75-100%). Students make note of the class responses and are told that they will complete a survey that will help them determine whether the percentage they selected is in fact correct. 3. Students complete a survey where they are asked to rate from (0-5) the importance of core values of the Hispanic and Anglo-American worlds. Students identify the five values that received the highest scores/the five values that received the lowest scores and explain why these values are important/unimportant to them. The instructor helps students to interpret the data by identifying which values are Hispanic and which are Anglo-American. Students add the scores of these values in order to determine the ratio of Hispanic to Anglo-American values. Most students discover that they are less Hispanic than they first thought. Students are asked to discuss the survey with their parents and to produce an explanation of why their estimation and values-generated ratio are different. Listening/Reading 4. Students are provided with a listening guide on the content of a reading, “Between Worlds”. They listen to the letter on tape and work in groups to respond to the prompts. Students use different colored ink to make corrections/add missing information/change their responses/make notes based on class discussion of the selection. 5. Students read the letter and work in groups to respond to higher order prompts. Students use different colored ink to make corrections/add missing information/change their responses/make notes based on class discussion of the selection. Analysis/Discovery of Grammar/ Meaningful and Personalized Guided Practice 6. Students are guided by the instructor as they examine the present-tense forms that are found in the letter. Students learn to identify regular and irregular verbs and derive rules that can be used to generate the forms of regular and irregular verbs that are not contained in the letter. 7. Students complete a conversation entitled, “Two Old Friends” that presents the concept of language loss in the United States and provides practice in the forms of irregular verbs in the present tense. Integrative Application and Extension 8. Students write a response to the letter, “Between Worlds” in which they discuss the experiences of being a Spanish speaker in the United States. They use the letter of the listening/reading (Charlie’s letter) as a model and respond to the topics he includes. They write about (a) their name (what others call them, the circumstances in which different names are used, whether others change their name/pronounce it poorly), (b) their use of Spanish and English, (when they speak Spanish, when they speak English, if they mix languages, the reasons for their language use), (c) what they like about being a Spanish speaker in the United States, (d) what they do not like about being a Spanish speaker in the United States, (e) a personal experience related to the theme of the letter.	

BENCHMARK PROMPT

Spanish for Spanish Speakers 1A, first 10 weeks

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Evaluation

- 1 Students complete cloze activity.
- 2-3 Students complete exploratory activities.
- 4 Student groups are able to identify the factual information contained in the listening selection. Individual students are able to attend to group discussion and use that discussion to verify/modify their responses.
- 5 Student groups are able to link their ideas together in a plan in order to describe/explain their responses. Individual students are able to attend to group discussion and use that discussion to verify/modify their responses.
- 6-7 Students complete a grammar quiz in which they demonstrate knowledge of the rules that govern irregular verbs in the present tense and generate examples based on prompts.
- 8 Students write a response to the letter, "Between Worlds" in which they respond to the topics discussed. Students link their ideas into a plan in order to describe their feelings, explain their ideas and narrate a personal experience.

Subject Area:	Grade Level:	Benchmark Prompt Assignment Rubric:
Foreign Language	9-12	Spanish for Spanish Speakers 1A, first 10 weeks
Advanced Score 4 student responds to all topics included in the prompt student explanation, description and narration is well developed student use of vocabulary and structure is well suited to the communication of ideas	
Proficient Score 3 student responds to most topics included in the prompt student links ideas in paragraphs in order to explain, describe and narrate student use of vocabulary and structure supports the communication of ideas	
Partially Proficient Score 2 student responds to some topics included in the prompt student organizes ideas thematically; however, ideas are not linked together student use of vocabulary and structure is sufficient to communicate ideas	
Not Proficient Score 1 student responds to few topics included in the prompt student response is limited to sentences/sentence pairs student lacks the vocabulary and structure necessary to communicate ideas	

Using the 2009 World Language Content Standards for California Public Schools to Assess Student Receptive and Productive Proficiency

To create a rubric for a particular course, select the description that captures the highest level of performance that students achieve and assign *Advanced* to the description. Assign *Proficient*, *Basic* and *Below Basic* to the descriptions that fall below *Advanced*. When creating a productive proficiency measure for a third year course in French, a district may assign *Advanced* to **Stage 3.1**, *Proficient* to **Stage 2.4**, *Basic* to **Stage 2.3** and *Below Basic* to **Stage 2.2**. For a receptive proficiency measure, the stages might be **Stages 3.3, 3.2, 3.1** and **2.4**. When grading, *Advanced* performance merits A, *Proficient* B or C (depending on the quantity and quality of the performance), *Basic* D and *Below Basic* F.

STAGE	ASSESSING RECEPTIVE PROFICIENCY	ASSESSING PRODUCTIVE PROFICIENCY
1.1 Formulaic Low	understands <u>few</u> of the <i>learned words and phrases</i> in the <i>authentic selections</i> (texts dealing with discrete elements of daily life)	responds <i>in culturally appropriate ways</i> to <u>few</u> aspects of the prompt (discrete elements of daily life) <u>uses a small set of unrelated words and phrases</u> <u>lacks</u> vocabulary and structure <u>necessary</u> to communicate ideas with learned words and phrases
1.2 Formulaic Mid	understands <u>some</u> of the <i>learned words and phrases</i> in the <i>authentic selections</i> (texts dealing with discrete elements of daily life)	responds <i>in culturally appropriate ways</i> to <u>some</u> aspects of the prompt (discrete elements of daily life) <u>uses lists of words and phrases</u> use of vocabulary and structure <u>is sufficient</u> to communicate ideas with learned words and phrases
1.3 Formulaic Mid	understands <u>most</u> of the <i>learned words and phrases</i> in the <i>authentic selections</i> (texts dealing with discrete elements of daily life)	responds <i>in culturally appropriate ways</i> to <u>most</u> aspects of the prompt (discrete elements of daily life) <u>uses varied lists of words and phrases</u> use of vocabulary and structure <u>supports</u> the communication of ideas with learned words and phrases
1.4 Formulaic High	understands <u>all</u> of the <i>learned words and phrases</i> in the <i>authentic selections</i> (texts dealing with discrete elements of daily life)	responds <i>in culturally appropriate ways</i> to <u>all</u> aspects of the prompt (discrete elements of daily life) <u>strings together varied lists of words and phrases; begins to create with language</u> use of vocabulary and structure <u>is well suited</u> to the communication of ideas with learned words and phrases

STAGE	ASSESSING RECEPTIVE PROFICIENCY	ASSESSING PRODUCTIVE PROFICIENCY
2.0 Created Low	understands <u>few</u> of the <i>ideas</i> in the <i>authentic selections</i> (transactional and informal texts dealing with topics related to self and the immediate environment)	responds <i>in culturally appropriate ways</i> to <u>few</u> aspects of the prompt (topics related to self and the immediate environment) <u>consistently creates with language in single sentences</u> use of vocabulary and structure <u>is weak</u> when communicating ideas in sentence level discourse
2.1 Created Mid	understands <u>some</u> of the <i>ideas</i> in the <i>authentic selections</i> (transactional and informal texts dealing with topics related to self and the immediate environment)	responds <i>in culturally appropriate ways</i> to <u>some</u> aspects of the prompt (topics related to self and the immediate environment) <u>creates with language in sentence pairs that are thematically related</u> use of vocabulary and structure <u>is sufficient</u> to communicate ideas in sentence level discourse
2.2 Created Mid	understands <u>most</u> of the <i>ideas</i> in the <i>authentic selections</i> (transactional and informal texts dealing with topics related to self and the immediate environment)	responds <i>in culturally appropriate ways</i> to <u>most</u> aspects of the prompt (topics related to self and the immediate environment) <u>creates with language in multiple sentences that are thematically related</u> use of vocabulary and structure <u>supports</u> the communication of ideas in sentence level discourse
2.3 Created High	understands <u>all</u> of the <i>ideas</i> in the <i>authentic selections</i> (transactional and informal texts dealing with topics related to self and the immediate environment)	responds <i>in culturally appropriate ways</i> to <u>all</u> aspects of the prompt (topics related to self and the immediate environment) <u>creates with language in strings of sentences that are thematically related</u> use of vocabulary and structure <u>is well suited</u> to the communication of ideas in sentence level discourse

Using the 2009 World Language Content Standards for California Public Schools to Assess Student Receptive and Productive Proficiency

To create a rubric for a particular course, select the description that captures the highest level of performance that students achieve and assign *Advanced* to the description. Assign *Proficient*, *Basic* and *Below Basic* to the descriptions that fall below *Advanced*. When creating a productive proficiency measure for a third year course in French, a district may assign *Advanced* to **Stage 3.1**, *Proficient* to **Stage 2.4**, *Basic* to **Stage 2.3** and *Below Basic* to **Stage 2.2**. For a receptive proficiency measure, the stages might be **Stages 3.3, 3.2, 3.1** and **2.4**. When grading, *Advanced* performance merits A, *Proficient* B or C (depending on the quantity and quality of the performance), *Basic* D and *Below Basic* F.

STAGE	ASSESSING RECEPTIVE PROFICIENCY	ASSESSING PRODUCTIVE PROFICIENCY
2.4 Created High	understands the <i>main ideas</i> and <u>few</u> supporting details in the <i>authentic selections</i> (concrete and factual texts related to the immediate and external environment)	responds <i>in culturally appropriate ways</i> to <u>few</u> aspects of the prompt (concrete and factual topics related to the immediate and external environment) <u>creates with language in thematically related strings of sentences; ideas begin to flow across sentences</u> use of vocabulary and structure <u>is well suited</u> to the communication of ideas in sentence level discourse
3.1 Planned Low	understands the <i>main ideas</i> and <u>some</u> supporting details in the <i>authentic selections</i> (concrete and factual texts related to the immediate and external environment)	responds <i>in culturally appropriate ways</i> to <u>some</u> aspects of the prompt (concrete and factual topics related to the immediate and external environment) <u>links ideas in paragraphs in order to narrate, describe, explain or state an opinion</u> use of vocabulary and structure <u>is weak</u> when communicating ideas in paragraph level discourse
3.2 Planned Mid	understands the <i>main ideas</i> and <u>most</u> supporting details in the <i>authentic selections</i> (concrete and factual texts related to the immediate and external environment)	responds <i>in culturally appropriate ways</i> to <u>most</u> aspects of the prompt (concrete and factual topics related to the immediate and external environment) <u>narration, description explanation or opinion is developed in paragraph level discourse</u> use of vocabulary and structure <u>is sufficient</u> to communicate ideas in paragraph level discourse
3.3 Planned Mid	understands the <i>main ideas</i> <u>and</u> supporting details in the <i>authentic selections</i> (concrete and factual texts related to the immediate and external environment)	responds <i>in culturally appropriate ways</i> to <u>all</u> aspects of the prompt (concrete and factual topics related to the immediate and external environment) <u>narration, description explanation or opinion is well developed in paragraph level discourse</u> use of vocabulary and structure <u>supports</u> the communication of ideas in sentence level discourse

STAGE	ASSESSING RECEPTIVE PROFICIENCY	ASSESSING PRODUCTIVE PROFICIENCY
3.4 Planned High	understands the <i>main ideas</i> and <u>few</u> supporting details in the <i>authentic selections</i> (complex concrete, factual and abstract texts related to the immediate and external environment)	responds <i>in culturally appropriate ways</i> to <u>few</u> aspects of the prompt (complex concrete, factual, and abstract topics related to the immediate and external environment) <u>narration, description explanation or opinion is well developed in paragraph level discourse; ideas begin to flow across paragraphs;</u> use of vocabulary and structure <u>is well suited</u> to the communication of ideas in paragraph level discourse
4.1 Extended Low	understands the <i>main ideas</i> and <u>some</u> supporting details in the <i>authentic selections</i> (complex concrete, factual and abstract texts related to the immediate and external environment)	responds <i>in culturally appropriate ways</i> to <u>some</u> aspects of the prompt (complex concrete, factual, and abstract topics related to the immediate and external environment) <u>links ideas in extended discourse in order to compare/contrast, discuss, support opinions or persuade</u> use of vocabulary and structure <u>is weak</u> when communicating ideas in extended discourse
4.2 Extended Mid	understands the <i>main ideas</i> and <u>most</u> supporting details in the <i>authentic selections</i> (complex concrete, factual and abstract texts related to the immediate and external environment)	responds <i>in culturally appropriate ways</i> to <u>most</u> aspects of the prompt (complex concrete, factual, and abstract topics related to the immediate and external environment) <u>comparison/contrast, discussion, supported opinion or persuasion is developed in extended discourse</u> use of vocabulary and structure <u>is sufficient</u> to communicate ideas in extended discourse
4.3 Extended Mid	understands the <i>main ideas</i> <u>and</u> supporting details in the <i>authentic selections</i> (complex concrete, factual and abstract texts related to the immediate and external environment)	responds <i>in culturally appropriate ways</i> to <u>all</u> aspects of the prompt (complex concrete, factual, and abstract topics related to the immediate and external environment) <u>comparison/contrast, discussion, supported opinion or persuasion is well developed in extended discourse</u> use of vocabulary and structure <u>supports</u> the communication of ideas in extended discourse

EVALUATION OF CERTIFICATED PERSONNEL
Initial Planning Sheet

Name:	School Year:
Subject(s) and Grade (s) Taught:	Years in Present Position:

OBJECTIVES	STRATEGIES TO MEET OBJECTIVES
Objectives should be written in relation to the areas of evaluation indicated on the final evaluation report.	
1. Engaging and Supporting All Students in Learning I will employ age- and stage- appropriate learning activities to support student achievement of the <i>World Language Content Standards for California Public Schools</i> . <u>STAGE I</u>	I will <ul style="list-style-type: none"> • connect knowledge of subject matter, developmental learning needs, student's background, prior knowledge, life experiences and interests with learning goals. • articulate instructional goals and promote autonomy, interaction and choice fostering self-directed, reflective learning, problem solving and critical thinking for all students. • organize curriculum, use materials, technologies and a variety of instructional strategies and resources to respond to student's diverse needs. • collect and use multiple sources of information on student's achievement while involving and guiding all students in assessing their own learning. • use data on achievement to guide instruction and modify plans to respond to student's needs. • communicate with students, families and school staff about student progress.
2. Understanding and Organizing Subject Matter for Student Learning I will employ age- and stage- appropriate learning activities to support student achievement of the <i>World Language Content Standards for California Public Schools</i> . <u>STAGE II</u>	I will provide opportunities for <ul style="list-style-type: none"> • students to acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines when addressing <u>discrete elements of daily life</u>. • students to use language in <u>highly predictable common daily settings</u>. • students to <u>recognize</u> language use opportunities outside the classroom. • students to behave in culturally-appropriate ways. • students to demonstrate understanding of the relationships between the products a culture produces, the practices a culture manifests and the perspectives that underlie them. • students to demonstrate understanding of the similarities and differences within the target cultures and among students' own cultures. • students to demonstrate understanding of the effects of cultures in contact. • students to understand and produce <u>learned words, signs and phrases</u>. • students to view, listen to and read authentic texts using knowledge of cultural practices products and perspectives. • students to enhance their ability to listen, read, view, speak, and write as a real-world shared activity with others. • students to speak, sign and write for listeners, viewers or readers in culturally appropriate ways. • students to use the <u>sound/writing system</u> in receptive and productive communication. • students to demonstrate understanding of similarities and differences in the structures of the languages they know.
2. Understanding and Organizing Subject Matter for Student Learning I will employ age- and stage- appropriate learning activities to support student achievement of the <i>World Language Content Standards for California Public Schools</i> . <u>STAGE II</u>	I will provide opportunities for <ul style="list-style-type: none"> • students to acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines when addressing <u>topics related to self and the immediate environment</u>. • students to use language in <u>interpersonal settings</u>. • students to <u>participate in</u> language use opportunities outside the classroom. • students to behave in culturally-appropriate ways. • students to demonstrate understanding of the relationships between the products a culture produces, the practices a culture manifests and the perspectives that underlie them. • students to demonstrate understanding of the similarities and differences within the target cultures and among students' own cultures. • students to demonstrate understanding of the effects of cultures in contact. • students to understand and produce <u>sentences and strings of sentences</u>. • students to view, listen to and read authentic texts using knowledge of cultural practices products and perspectives. • students to enhance their ability to listen, read, view, speak, and write as a real-world shared activity with others. • students to speak, sign and write for listeners, viewers or readers in culturally appropriate ways. • students to use the <u>rules for word/sentence formation</u> in receptive and productive communication. • students to demonstrate understanding of similarities and differences in the structures of the languages they know.

<p>2. Understanding and Organizing Subject Matter for Student Learning</p> <p>I will employ age- and stage- appropriate learning activities to support student achievement of the <i>World Language Content Standards for California Public Schools</i>.</p> <p><u>STAGE III</u></p>	<p>I will provide opportunities for</p> <ul style="list-style-type: none"> • students to acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines when addressing <u>concrete and factual topics related to the immediate and external environment</u>. • students to use language in <u>informal settings</u>. • students to <u>initiate</u> language use opportunities outside the classroom. • students to behave in culturally-appropriate ways. • students to demonstrate understanding of the relationships between the products a culture produces, the practices a culture manifests and the perspectives that underlie them. • students to demonstrate understanding of the similarities and differences within the target cultures and among students' own cultures. • students to demonstrate understanding of the effects of cultures in contact. • students to understand and produce <u>paragraphs and strings of paragraphs</u>. • students to view, listen to and read authentic texts using knowledge of cultural practices products and perspectives. • students to enhance their ability to listen, read, view, speak, and write as a real-world shared activity with others. • students to speak, sign and write for listeners, viewers or readers in culturally appropriate ways. • students to use the <u>conventions of paragraph level text structure</u> in receptive and productive communication. • students to demonstrate understanding of similarities and differences in the structures of the languages they know.
<p>2. Understanding and Organizing Subject Matter for Student Learning</p> <p>I will employ age- and stage- appropriate learning activities to support student achievement of the <i>World Language Content Standards for California Public Schools</i>.</p> <p><u>STAGE IV</u></p>	<p>I will provide opportunities for</p> <ul style="list-style-type: none"> • students to acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines when addressing <u>complex concrete, factual and abstract topics related to the immediate and external environment</u>. • students to use language in <u>formal settings</u>. • students to <u>sustain</u> language use opportunities outside the classroom. • students to behave in culturally-appropriate ways. • students to demonstrate understanding of the relationships between the products a culture produces, the practices a culture manifests and the perspectives that underlie them. • students to demonstrate understanding of the similarities and differences within the target cultures and among students' own cultures. • students to demonstrate understanding of the effects of cultures in contact. • students to understand and produce <u>coherent and cohesive multi-paragraph texts</u>. • students to view, listen to and read authentic texts using knowledge of cultural practices products and perspectives. • students to enhance their ability to listen, read, view, speak, and write as a real-world shared activity with others. • students to speak, sign and write for listeners, viewers or readers in culturally appropriate ways. • students to use the <u>conventions of the text structures in extended discourse</u> in receptive and productive communication. • students to demonstrate understanding of similarities and differences in the structures of the languages they know.
<p>3. Creating and Maintaining Effective Environments for Student Learning</p>	<p>I will</p> <ul style="list-style-type: none"> • value students as individuals and acquire knowledge about them in order to further develop their competencies and interests. • demonstrate commitment to the principles of equity, strength through diversity, fairness and respect setting high goals for each student. • establish an inclusive, caring, challenging and stimulating environment that promotes social development and group responsibility. • create a physical environment that engages all students, classroom procedures, routines and instructional activities that support student learning, maximize the use of instructional time and maintain standards for student behavior.

<p>4. Planning Instruction and Designing Learning Experiences for All Students</p> <p>I will develop instructional units and deliver them by means of Proficiency-Based Activity Structures described in the <i>Foreign Language Framework for California Public Schools</i>.</p>	<p>I will</p> <ul style="list-style-type: none"> • use the <i>Foreign Language Framework for California Public Schools</i> to develop objectives for knowledge, for communication (focus on meaning + form/culturally-valid real-world), and for the control of vocabulary, structure and culturally appropriate behavior (focus on form + meaning). • spark student interest in the units' themes, tap into background knowledge, and prepare them to interact with oral and written texts (acquire the vocabulary, structure, cultural and academic knowledge necessary for the comprehension and production of messages). • develop students' receptive proficiency, particularly their independent academic capacity through a variety of personalized, analytic and synthetic tasks. • develop student ability to use critical thinking skills to induce grammar. • provide for the practice of vocabulary, structure, and culturally appropriate behavior in controlled situations (focus on form + meaning). • provide opportunities for students to reflect on the meanings of the units of instruction and to use language to apply the lessons in culturally-valid real-world situations (focus on meaning + form). • provide opportunities for students to demonstrate knowledge, proficiency in communication (focus on meaning + form/culturally-valid real-world), and control of vocabulary, structure and culturally appropriate behavior (focus on form + meaning).
<p>5. Developing as a Professional Educator</p>	<p>I will</p> <ul style="list-style-type: none"> • analyze and evaluate the quality of instruction in order to enhance student learning. • seek out professional development opportunities linked to professional growth plans. • contribute to the improvement of instructional programs, the advancement of knowledge, and the practice of colleagues in world language and culture education. • work with colleagues in other disciplines and with other members of the school community to serve the best interests of students. • advocate both within and beyond the school for the inclusion of all students in long-range, sequential world language programs that offer opportunities to study multiple languages.

Submitted by _____

Evaluatee's Signature

Date

Reviewed and approved by _____

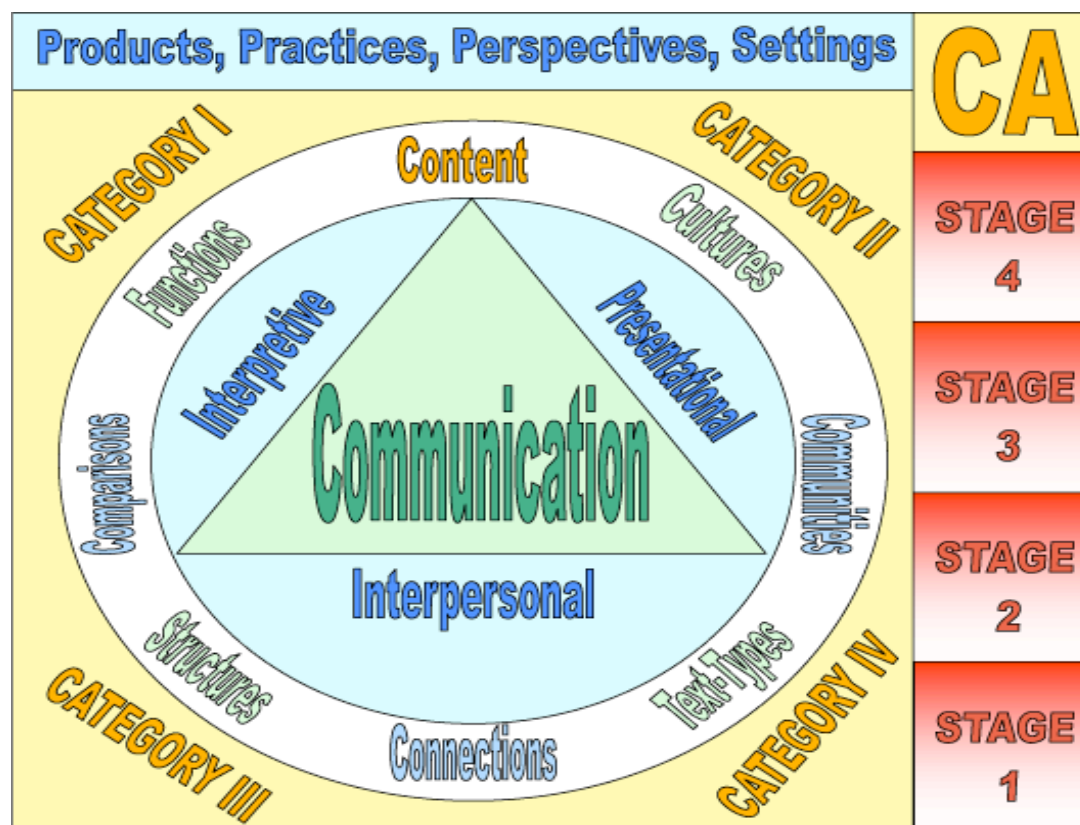
Evaluator's Signature

Date

At the initial planning conference held on _____

World Language Content Standards for California Public Schools, 2009

Content
Communication
Cultures
Structures
Settings



CONTENT

A1-4.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines through stage- and age- appropriate content.



CONTENT

A1-4.1 Students address ^{S1}discrete elements of daily life, ^{S2}topics related to self and the immediate environment, ^{S3}concrete and factual topics related to the immediate and external environment or ^{S4}complex concrete, factual and abstract topics related to the immediate and external environment.



COMMUNICATION

B1-4.1 Students listen, read, view, speak, and write as a real-world shared activity with others.

B1-4.0 Students use ^{S1}learned words, signs and phrases, ^{S2}sentences and strings of sentences, ^{S3}paragraphs and strings of paragraphs or ^{S4}coherent, cohesive multi-paragraph texts.



COMMUNICATION

B1-4.2 Students view, listen to and read authentic texts using knowledge of cultural practices products and perspectives.

B1-4.3 Students speak, sign and write for listeners, viewers or readers in culturally appropriate ways.



CULTURE

C1-4.0 Students behave in culturally-appropriate ways.

C1-4.1 Students demonstrate understanding of the relationships between the products a culture produces, the practices a culture manifests and the perspectives that underlie them.



CULTURE

C1-4.2 Students demonstrate understanding of the similarities and differences within the target cultures and among students' own cultures.

C1-4.3 Students demonstrate understanding of the effects of cultures in contact.



STRUCTURES

D1-4.0,1 Students use structures to communicate (^{S1}sound/writing systems, ^{S2}word/sentence formation, ^{S3-4}text structure).

D1-4.2 Students demonstrate understanding of similarities and differences in the structures of the languages they know.



SETTINGS

E1-4.0 Students use language in ^{S1}highly predictable daily settings, ^{S2}interpersonal settings, ^{S3}informal and ^{S4}formal settings.

E1-4.1 Students ^{S1}recognize, ^{S2}participate in, ^{S3}initiate and ^{S4}sustain language use opportunities outside the classroom.



FRAMEWORK-ALIGNED PERFORMANCE OF FOREIGN AND HERITAGE LANGUAGE TEACHERS

This instrument is intended to guide administrators as they support improvement of foreign and heritage language instruction. Many items should be visible in the classroom during the delivery of an instructional unit (as long as five weeks); several should be evident during any one-hour lesson. Often, classroom observation will not be the most effective way to observe the presence or absence of a particular element of planning or delivery. Administrators should feel free to solicit evidence during meetings with teachers.

INSTRUCTIONAL PLANNING		OBSERVED
Proficiency-Based Instruction	Teachers deliver instruction that is appropriate to learner levels of proficiency in each of the skill areas (listening, speaking, reading, writing) within each of the communicative modes (interpretive, interpersonal, presentational)	
Instructional Objectives	Teachers establish objectives for knowledge, for communication (focus on meaning + form; culturally-valid real-world), and for control of vocabulary, structure and culturally appropriate behavior (focus on form + meaning)	
Meaningful and Personalized Guided Practice	Teachers deliver activities which increase the quantity and quality of learner language (focus on form + meaning; teacher support provided)	
Integrative Application and Extension	Teachers deliver activities which provide opportunities to carry-out culturally-valid real-world tasks (focus on meaning + form; no teacher support provided)	
INSTRUCTIONAL DELIVERY		OBSERVED
Exploratory Activities	Teachers spark student interest in the unit's theme, tap into background knowledge; prepare students to interact with oral/written texts-- acquire the vocabulary, structure, cultural and academic knowledge necessary for the comprehension and production of messages in settings that maintain a low affective filter	
Input	Teachers provide for input that develops receptive proficiency (listening and reading; interpersonal and interpretive modes)	
	Teachers provide both form- and meaning- focused inputs	
	Teachers use primarily the target language; the use of English is appropriate	
	Teachers use paralinguistic cues (visuals, objects, gestures, etc.) and modify their speech to make input comprehensible to students (simplification, expansion, restatement, speed, articulation, use of cognates)	
	Teachers frequently confirm and clarify responses and check for understanding	
	Teachers use technology to support and enhance instruction (lessons include authentic materials)	

INSTRUCTIONAL DELIVERY		OBSERVED
Output	Teachers provide for output to develop productive proficiency (speaking and writing; interpersonal and presentational modes)	
	Teachers provide for both form- and meaning- focused outputs	
	Teachers provide for analysis/discovery activities that develop student ability to use critical thinking skills to induce grammar	
	Teachers deliver guided practice activities that are both meaningful and personalized	
	Teachers create opportunities for paired and small group interaction	
	Teachers facilitate interactions that are characterized by interdependence (negotiation of meaning)	
	Teachers provide appropriate feedback to indirectly correct language errors	
	Teachers provide students with opportunities to apply, extend, and integrate their language to respond to the demands of the target culture (focus on meaning + form)	
	Teachers provide opportunities for students to reflect on the meanings of the unit and to use language to apply its lessons in culturally-valid real-world situations (focus on meaning + form)	
Recycling	Teachers provide students with numerous opportunities to recycle the language they control in a wide range of culturally-valid real-world situations	
Spiraling	Teachers support students in spiraling their language to perform in linguistic situations in which they are not able to function without assistance	
Assessment	Teachers assess student performance throughout the unit (form checks and proficiency measures)	
	Teachers base their evaluation of students on their knowledge of <i>Framework</i> -aligned content and proficiency profiles	
	Teachers provide for evaluation of knowledge, of communication (meaning + form/culturally-valid real-world), and of control of vocabulary, structure and culturally appropriate behavior (form + meaning)	

Framework-Aligned Instruction in Action: Teaching Foreign Languages

Effective second language programs provide students with language-use experiences that develop their ability to communicate. They succeed at integrating the teaching of grammar and communicative skills. In these programs students are expected to use language for real-world purposes in culturally appropriate ways. Attention to form allows students to comprehend and produce language with increasing accuracy.

Students develop the cultural and communicative skills necessary to function in real-world settings representative of the target cultures within the United States and beyond.

Grammar comes alive as students use their language to exchange ideas and solve problems.

Students identify with target culture characters and their stories, which serve as a springboard for personal communication.

A variety of highly motivating activities involve students in the learning process and promote camaraderie among classmates.

The use of technology provides access to authentic documents and listening selections, audio support for the development of the speaking skill, and a computer-assisted writing program.

The teaching of learning strategies maximizes opportunities for language acquisition and provides students with the ability to use out of classroom interactions with native speakers to increase their language competence.

Effective programs create instructional objectives that meet the specific needs of second language learners:

In introductory programs (the first two years of instruction in Category I Languages), learners are provided language-use activities that enable them to:

1. function in transactional settings and in some informal situations [contexts];
- 2.a. understand the overall meaning, key ideas, and some supporting details in transactional and some informal texts (oral/written) [receptive functions];
- 2.b. break apart and recombine learned material to express personal meaning [productive functions];
3. deal with topics related to self and the immediate environment [content];
4. comprehend and produce oral and written sentences and strings of sentences [text-types];
5. comprehend and be understood by sympathetic natives [accuracy].

Effective programs present content appropriate to the needs of second language learners:

Content for the first year provides students with opportunities to comprehend and produce learned words and phrases dealing with discrete elements of life in highly predictable common daily settings.

Content for the second year provides students with opportunities to comprehend and produce sentences and strings of sentences dealing with topics related to self, the immediate environment, survival and courtesy, in transactional and some informal settings.

Effective programs use Proficiency-Based Activity Structures:

Learners are provided opportunities to participate in interpersonal, interpretive, and presentational communication; experience cultural products and practices and reflect on the perspectives that underlie them; acquire knowledge and new perspectives from target language sources; learn about the nature of language and culture and how each manifests itself in human communication; and take language beyond the classroom in real-world interactions.

Outcomes: Instructors begin each unit by identifying the tasks students will be able to perform upon its completion. They establish three sets of objectives: for *knowledge*, for *communication*, and for control of *vocabulary*, *structure* and *culturally appropriate behavior*.

Exploratory Activities are designed to spark student interest in the themes developed, to tap into student knowledge of the topics presented, and to familiarize them with the content necessary for the comprehension and production of messages. *Input activities* provide students with opportunities to acquire the vocabulary, structures, and cultural and academic knowledge necessary to comprehend and produce messages. Everyday culture is an integral part of *input* and provides a window on the many manifestations of life where the target language is spoken.

Analysis and Discovery of Grammar is designed to develop accuracy necessary for high quality comprehension and production of messages. Guided by the instructor, students generate the rules that govern target language behavior. They are taught to analyze and discover the grammatical patterns that will be needed when they are subsequently engaged in language-use activities.

Meaningful and Personalized Guided Practice (Input and Output Structures) provides students with opportunities to develop the control of discrete elements of form by practicing specific vocabulary, structures and culturally appropriate behaviors in controlled settings. This is necessary in order for students to comprehend and produce highly precise messages when they *integrate, apply, and extend* their language when carrying out real-world tasks. Academic content and everyday culture are infused in all of these activities since the settings, tasks, and topics require culturally appropriate real-world language use. In *guided practice activities*, students are evaluated primarily on their control of the vocabulary, structures and culturally appropriate behaviors of the unit and secondarily on task completion. They may be *receptive*—requiring the processing of *input*, or *productive*—requiring the creation of *output*.

Integrative Application and Extension (Input and Output Structures) requires students to use all that they have at their disposal to accomplish tasks representative of those they might perform outside the classroom. They may be *receptive*—requiring the processing of *input*, or *productive*—requiring the creation of *output*. The focus of the situation may necessitate the use of vocabulary, structures and culturally appropriate behaviors practiced in a particular instructional unit, but students are encouraged to use all of the resources they have acquired. Representative formats reflect the settings, tasks, topics and expectations for accuracy of the target culture. In *Integrative Application and Extension* students are evaluated primarily on task completion and secondarily on the quantity and quality of the language they use.

Recycling, the systematic reentry of functions, content, contexts, text-types and expectations for accuracy, is a central part of instruction. It provides learners with opportunities to learn, relearn or solidify their control of previously practiced elements and experience their use in a variety of culturally-valid, real-world settings. Additionally, it serves as both remediation and enrichment and thus provides an essential feature necessary for individualizing instruction.

Spiraling, the utilization of lower level functions, content, contexts, text-types and expectations for accuracy with those of a higher level, can also be used to individualize instruction. It addresses the needs of learners functioning within different stages and moves students at lower ranges to higher levels of performance.

Evaluation: Instructors end each unit by determining the *knowledge* students have gained, by assessing the *tasks* they are able to perform, and by testing *vocabulary* items, grammatical *structures* and *culturally appropriate behaviors* for full control, partial control or conceptual awareness as appropriate.

Framework-Aligned Instruction in Action: Teaching Spanish to Spanish Speakers

Effective Spanish for Spanish Speakers Programs build upon the knowledge and skills heritage speakers bring to the classroom. They provide students with language-use experiences that move them beyond the informal situations in which they function. Structured activities enable students to perform successfully in formal, academic, professional and other real-world situations. In addition, systematic support is provided to increase student control of the formal linguistic register necessary to function in the broadest range of situations.

Language is presented in an interesting and lively manner using a thematic approach that highlights Hispanic culture within and beyond the United States. Authentic materials are used to expose students to a variety of content and situations that prepare them to function in the world beyond the classroom. Topics are chosen in order to develop a strong sense of identity and a corresponding high level of self-esteem as students develop the broadest possible world view and begin to see themselves in professional roles.

Heritage speakers of Spanish in the first year of coursework are able to function in most informal and some formal settings. When listening, students can understand the main ideas and most supporting details on informal topics. Often, they have difficulty comprehending in formal situations. Their reading ability is substantially below their performance in listening since written language is processed with more stumbling and hesitation. When speaking on informal topics, these learners can ask and answer questions as well as narrate, describe and explain. Their speech, however, does not hold together in oral paragraphs, but rather, ideas are coordinated through strings of sentences. Student writing proficiency mirrors their speech although limited control of the spelling system makes early messages less intelligible.

Heritage speakers of Spanish in the second year of coursework can function in informal and many formal settings. When listening and reading about formal and abstract topics, they understand the main ideas and most supporting details. They are frequently unable to understand oral or written texts on complex abstract or technical topics without assistance. When speaking on formal topics, these learners are able to produce oral paragraphs with some detail although they have difficulty supporting opinions. Their written language is comprehensible since their production demonstrates increasing control of less common structures and more precise vocabulary. Written communication is principally through strings of paragraphs.

Effective programs create instructional objectives that meet the specific needs of heritage speakers of Spanish:

In introductory programs (the first two years of instruction), learners are provided language-use activities that enable them to:

1. function in many formal settings [contexts];
- 2.a. understand the main ideas and most supporting details in many formal and abstract texts (oral/written) [receptive functions];
- 2.b. produce extended discourse: narration, description, explanation, discussion and supported opinion [productive functions];
3. deal with many formal and abstract topics related to the external environment [content];
4. comprehend extended discourse and produce oral paragraphs and written essays [text-types];
5. comprehend and be understood by non-sympathetic natives when using formal language [accuracy].

Effective programs present content appropriate to the needs of heritage speakers of Spanish:

Content for the first semester provides students with opportunities to explore the nature and potential of being between worlds and moves them beyond themselves by highlighting the interpersonal world of family in which they function with facility. Content for the second semester links community, school, and the professions by bridging the informal settings of the home/neighborhood with the formal world of education, careers and the job market.

Content for the third semester places students within the external world where they explore the realities of Hispanics in the United States. Content for the fourth semester includes short, contemporary literary works (poetry, prose/fiction, drama, essay) that present abstract topics reflecting Hispanic perspectives on current issues of universal interest.

Effective programs use Proficiency-Based Activity Structures:

Learners are provided opportunities to participate in interpersonal, interpretive, and presentational communication; experience cultural products and practices and reflect on the perspectives that underlie them; acquire knowledge and new perspectives from Spanish language sources; learn about the nature of language and culture and how each manifests itself in human communication; and take language beyond the classroom in real-world interactions.

Outcomes: Instructors begin each unit by identifying the tasks students will be able to perform upon its completion. They establish three sets of objectives: for *knowledge*, for *communication*, and for control of *vocabulary*, *structure* and *culturally appropriate behavior*.

Exploratory Activities are designed to spark student interest in the themes developed, to tap into student knowledge of the topics presented, and to familiarize them with the content necessary for the comprehension and production of messages. They consist of interactive formats in which the students and the instructor generate the information necessary to participate in subsequent activities. Representative structures include: personalized questions and completions; clusters and quick-writes; surveys and interviews; and vocabulary expansion/academic resource activities.

Reading/Listening Texts are designed to develop receptive proficiency, the ability to understand the content of the lesson. Content (*input*) is made *comprehensible* in early texts through the selection of topics that reflect the world of the learner. Initially, students are assisted in identifying the main ideas and supporting details in informal and concrete texts. Over time, formal texts treating more abstract topics are introduced. With all texts, learners are guided through the reading/listening process by means of personalized, analytic and synthetic prompts which model the higher level thinking skills necessary for independent academic purposes. Closure activities require students to reflect on and apply in personal ways the lessons learned from the texts' themes.

Analysis and Discovery of Grammar is designed to develop accuracy necessary for high quality comprehension and production of messages. Student knowledge of Spanish is validated when they are asked to produce examples using their intuitions and innate linguistic competence. Knowledge that students do not yet possess (exceptions to rules, standard variations and grammatical terms) is taught interactively using a programmed approach.

Meaningful and Personalized Guided Practice (Input and Output Structures) provides students with opportunities to develop the control of discrete elements of form by practicing specific vocabulary, structures and culturally appropriate behaviors in controlled settings. This is necessary in order for students to comprehend and produce highly precise messages when they *integrate, apply, and extend* their language when carrying out real-world tasks. In *guided practice activities*, students are evaluated primarily on their control of the vocabulary, structures and culturally appropriate behaviors of the unit and secondarily on task completion. They may be *receptive*—requiring the processing of *input*, or *productive*—requiring the creation of *output*.

Integrative Application and Extension (Input and Output Structures) requires students to use all that they have at their disposal to accomplish tasks representative of those they might perform outside the classroom. They may be *receptive*—requiring the processing of *input*, or *productive*—requiring the creation of *output*. The focus of the situation may necessitate the use of vocabulary, structures and culturally appropriate behaviors practiced in a particular instructional unit, but students are encouraged to use all of the resources they have acquired. Representative formats reflect the settings, tasks, topics and expectations for accuracy of the target culture. In *Integrative Application and Extension* students are evaluated primarily on task completion and secondarily on the quantity and quality of the language they use.

Recycling, the systematic reentry of functions, content, contexts, text-types and expectations for accuracy, is a central part of instruction. It provides learners with opportunities to learn, relearn or solidify their control of previously practiced elements and experience their use in a variety of culturally-valid, real-world settings. Additionally, it serves as both remediation and enrichment and thus provides an essential feature necessary for individualizing instruction.

Spiraling, the utilization of lower level functions, content, contexts, text-types and expectations for accuracy with those of a higher level, can also be used to individualize instruction. It addresses the needs of learners functioning within different stages and moves students at lower ranges to higher levels of performance.

Evaluation: Instructors end each unit by determining the *knowledge* students have gained, by assessing the *tasks* they are able to perform, and by testing *vocabulary* items, grammatical *structures* and *culturally appropriate behaviors* for full control, partial control, and conceptual awareness as appropriate.

**Using authentic or semi-authentic videotexts in a first year foreign language class:
A simple format that reflects research-based instructional practice**

Example: *Una invitación de Andrés (Spanish 1B, Week 30)*

Instructional Activity	Educational Principle
INPUT PHASE OF THE LESSON	
(1) Andrés is very proud of his country and has invited you to spend several weeks with him. Watch the videotext and decide where you would like to visit. Students should write their responses in Spanish when they are able and in English when they are not.	(A) Create a real-world task that students need to carry out with the videotext. Standards: Students gain access to content from other disciplines and view cultural products and practices as they interpret the videotext.
(2) The instructor asks students to identify the places they would like to visit in Peru. Students copy the locations that their classmates identify.	(B) The instructor provides the target-language equivalents for words and phrases that students say in English (vocabulary development in context with a real-world purpose).
(3) The instructor informs the students that they did not understand enough of the videotext to make a final decision and provides them with a script. Students underline what they are able to understand.	(C) Both listening and reading are different forms of receptive proficiency. For this reason, students who may not understand what they hear, may, when they read, be able to more deeply comprehend a text. Students should be provided with multiple paths to meaning. When working with an audio or videotext (a more difficult task), a script can often be used to establish meaning.
(4) Students work in groups with written questions to identify parts of the text that are central to its meaning. The instructor speaks only in Spanish when helping students establish the facts.	(D) Students at the novice (formulaic) level of proficiency can understand more language than they can produce. The instructor can ask questions in the target language to which student can respond with appropriate phrases from the text.
(5) The instructor creates a true/false quiz on the content of the selection.	(E) Students read the text a number of times and gain greater comprehension of its meaning in preparation for the quiz.
(6) The instructor plays the videotext one more time. Students are amazed how much they understand.	(F) Not only have students enhanced their ability to understand the text, they also have learned content from other disciplines and have made sense of the cultural content, practices and perhaps perspectives present in the videotext.
(7) The instructor repeats #2 above.	(G) Students more fully respond since they understand more of the videotext and have had the opportunity to write and say words and phrases.
OUTPUT PHASE OF THE LESSON	
(8) Students are given a questionnaire in Spanish on which they indicate their preferences, e.g., Would you like to sail down the Amazon? Students indicate yes or no in the middle box.	(H) Since students will always be able to produce (say or write) less than they will be able to understand, the instructor will have to identify a subset of the material contained in the videotext to target for productive proficiency. Replacing generic textbook vocabulary with interesting real-world language will help students enhance their knowledge and proficiency.
(9) Students circulate throughout the room and ask others about their preferences. They note the names of their classmates and their responses yes or no.	(I) Students are given the opportunity to participate in meaningful and personalized guided practice in preparation for carrying out a real world task.
(10) The instructor asks students to divide into groups based on their preferences: spending time in the city, with the indigenous populations, in the natural environment, etc. Students groups produce itineraries (with added input from the internet) to be sent to Andrés.	(J) Students work in groups to accomplish a real-world task, in this case to create an itinerary to be placed in a letter to be sent to Andrés for his consideration.
(11) While visiting Peru students write email correspondence to their Spanish class telling about their trip to which includes pictures found on the internet.	(K) In order to gain control of the linguistic functions, students need multiple contexts in which to practice using the language they are learning.
(12) When returning from Peru, students write to thank Andrés and extend an invitation to visit the United States. They produce an electronic document (word or video) in which they highlight the community in which they live.	(L) In order to gain real-world proficiency, students need to use what they have learned in settings in which they have not practiced.

(13) Depending on the time allocated to this unit, other content can be taught (spiraled) or recycled (reentered): travel, weather, clothing, food, etc.	(M) Recycling and spiraling are powerful tools that will help strengthen students fluency in the language and push them to higher levels of performance.
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The use of authentic or semi-authentic videotexts is a powerful tool since it will prepare our students to function in the world beyond the classroom. Since all but two of the Advanced Placement Examinations in World Languages and Cultures require this kind of language use, building this type of proficiency from the first year will serve our students well.

Authentic or semi-authentic videotexts:

- provide access to real language in the way that it is spoken by real-people (regional/social dialects)
- provides access to the core curriculum (physical/cultural geography, history, art/music, current events, etc.)
- provides a window on cultural products, practices and perspectives

provides a pathway to create real-world productive (speaking and writing) tasks:

- identifying preferences (substituting real-world language and content for the “generic” in our textbooks)
- proposing an itinerary
- writing email correspondence back home
- thanking a host and extending an invitation to visit the United States

provides for natural recycling/spiraling of language